

Lockport City School District
Understanding and Teaching with the Common Core Learning Standards



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Outcomes:

Day 1: Race to the Top: A Means, Not an End

What Will Your Legacy Be?

Seeking Representation: Whose Voices are Missing Here? How Do We Access Them?

Quality Alignment Begins with Vision

What kind of graduate do you hope to create?

How will you influence this graduate?

What is your current reality?

How does this help you assess needs?

Enriching Culture: Which Dispositions Must **We** Develop?

Attending to Sustainability:

What will outlast you?

What will outlast this initiative?

What actions must you take to ensure your success?

✓ **Understanding Race to the Top**

What is Our Charge?

Considering our Timeline

The Strategic Plan for ELA

✓ **Unit Design with Engagement in Mind**

Developing a Fluency with the CCLS and the Six Big Shifts

Unpacking a Model Unit, Designed by Colleagues at Your Grade Level

✓ **Sharing Your Expertise**

Peer Review and Revision of Model Unit

Day 2: Teaching With the Common Core Learning Standards

✓ **Designing a Deeply Aligned Lesson Plan**

Revisiting and Attending to the Big Shifts

Materials from Our Sessions and Others Can Be Found Here:

<http://tinyurl.com/6cb9she>

Welcome: Framing Your World

Use the resources, materials, and examples provided to create a three-dimensional representation of the frame that guides your learning and your work as a teacher.

After we have shared our personal frames and explored the importance of vision, you will use the materials provided to create a vision of the graduate you hope to produce.

Use this thinking and work to articulate the needs of the students that are served by LCSD.

Assessing and Naming Your Strengths

✓ Check the statements that are most *like* you.

1. I like to play devil's advocate, using my values, beliefs, and ideas to spark conversation.
2. It is easy for me to ask questions that show what I don't know, and I help others do the same.
3. I share beliefs and questions, even if they make others uncomfortable.
4. I am constantly questioning what I can do better.
5. I discuss what I am thinking and give specific examples of how it is influencing my work.
6. My conversations about goals and plans helps me gain clarity around them.
7. I love to learn new things that help me ask better questions about what I think I already know.
8. I am eager to do things differently and pursue learning opportunities that help me to do so.
9. I enjoy and consistently participate in individual and group research that helps me serve my students better.
10. I enjoy contributing to what others know and can do, and I seek out opportunities to do this as a teacher.
11. I help myself and others understand, develop, and explain what works best for US as learners.
12. I look for others to share ideas with so that I can gain exposure to a variety of points of view.
13. I enjoy debates that challenge my own assumptions about teaching and learning.
14. I will change and improve my work until it's as close to perfect as possible.
15. I go far above and beyond the boundaries of the school day or the expectations of my administrators or colleagues to make a difference for the learners I serve.
16. I ground the decisions that I make as a teacher in evidence from my classroom and research, not my own assumptions.
17. I seek out those who are very different from me and whose perspectives are very different from my own in order to learn from them.
18. I use my work and student work to figure out what I need to do. Then, I use new work to see if I what I tried actually worked.

An Overview of the Race to the Top Initiative

As you consider the information presented, please use the organizer below to capture your thinking.

| | |
|--|---|
| <p>These are the most important thing that I learned.....</p> | <p>This is what surprised me.....</p> |
| <p>This is where I need clarification.....</p> | <p>I used to think....but now I think.....</p> |

Understanding the CCLS

***Please put your full name, building, grade level, and email address on each document below. They will be collected.**

- ✓ Using the materials provided, work with your team to create a one page VISUAL MODEL of the CCLS.
- ✓ Next, use the simple gap analysis chart provided to share your HUNCHES relevant to where your current curriculum is aligned and where it is not.
- ✓ Finally, examine each standard unwrapped by colleagues at your grade level this summer.

What questions are provoked by this work? How does looking at the standards in this way change your thinking about what they might mean? As you unwrap these standards with your own group, what perspectives are added? What changes might be made? Why?

Capture your thoughts below and plan to share them:

PEER REVIEW OF A MODEL UNIT

Directions:

Please read the unit provided to you and formulate warm and cool feedback about each of its dimensions.

WARM FEEDBACK does not compliment. Rather, it speaks to the plan's strengths, using very specific criteria.

Example:

"Your essential questions are engaging and encompassing. You provide a good example of how ONE expansive essential question prompts thinking around several smaller ones."

Non-Example:

"I really like how the kids are going to use research. That's so important."

COOL FEEDBACK does not provide directives or state what is "wrong" with the plan. Rather, it is provided in the form of questions that can prompt deeper thinking, more detailed work, and when necessary, revision.

Example:

"I am wondering what you expect learners to DO with main idea. Do they simply have to identify one, or does the standard command them to develop one in their own writing?"

Non-Example:

"That's not an essential question. It's a guiding question. You need to change it."

CREATING A DEEPLY ALIGNED LESSON PLAN

You will be working with your team to design ONE lesson plan that you intend to teach within this unit. Prior to beginning this work, we will explore examples provided by SED and develop a framework for articulating our plan together.

The plan must attend to each of these expectations:

___ **A shared reading task** grounded in the use of grade level appropriate informational text must be included

___ **A discussion task** grounded in the use of text-dependent questions must be included

___ **A writing task** requiring students to develop an argument and use evidence from the text to support it

___ **A vocabulary task** requiring students to use context clues to make meaning of Tier 2 academic vocabulary words must be included